DOCUMENT RESUME

ED 207 431 HE 014 359

TITLE	Alaska High School Seniors Survey Report, 1979-80.
INSTITUTION	Alaska State Commission on Postsecondary Education, Juneau.
PUB DATE	Jul 80
NOTE	46p.
AVAILABLE FROM	Alaska Commission on Postsecondary Education, Pouch F, State Office Building, Juneau, AS 99811.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Aspiration; *College Choice; Comparative Analysis; Higher Education; *High School Seniors; *Out of State Students; *Postsecondary Education; Questionnaires; State Surveys; Student Mobility
IDENTIFIERS	*Alaska; *Brain Drain

ABSTRACT

Public and private high school seniors from Alaska were surveyed in an effort to document the pattern of postsecondary education outside the state and to understand the underlying motivations of the "brain drain." For 1979-1980, 3,295 seniors responded (57 percent) to queries on their sex, race, primary home language, family income, academic rank, opinion on school experience, and postsecondary plans. Results include the following: Alaska high school students are generally satisfied with their high school experiences; a large number of seniors feel the need for additional assistance in mathematics skills and in deciding on a career or education; those seniors from households with annual incomes of over $15,000 and those seniors ranking in the upper two quarter of their graduating class are the most likely to pursue postsecondary education; seniors from all four quarters of their graduating class who plan further schooling prefer schooling in states other than Alaska; school prestige and the availability of certain programs motivate seniors to seek education in another state; those seniors planning Alaskan postsecondary attendance have a strong preference for the University of Alaska-Fairbanks and the University of Alaska-Anchorage; the private proprietary schools and public vocational-technical schools (Alaska Business College of Anchorage and the Alaska Skill Center of Seward) attract numerous seniors; and a large number of seniors planning postsecondary education are also hoping for financial assistance. The 1979-80 Alaska High School Senior Survey is appended. (CC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Lorne Culbertson

ED207431

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Alaska Comm

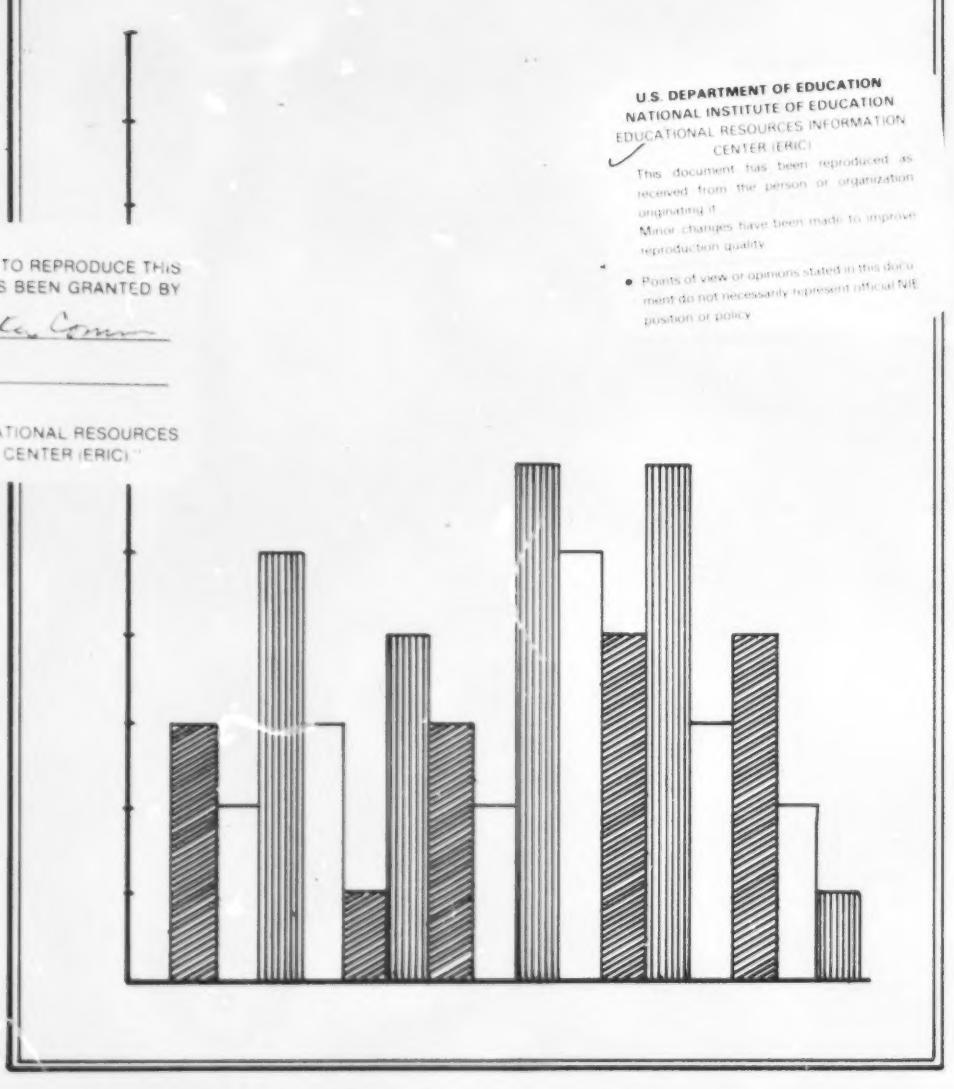
on

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.



HE 014 359

ALASKA
High School Seniors
SURVEY REPORT
1979-80

Alaska Commission on Postsecondary Education

ALASKA HIGH SCHOOL SENIORS SURVEY REPORT

JULY, 1980

Alaska Commission on Postsecondary Education
Pouch F
Juneau, Alaska 99811

HE 019 359

ALASKA COMMISSION ON POSTSECONDARY EDUCATION

Ms. Donnis Thompson
(chairman)

Mrs. Mildred Banfield

Mr. Fred J. Baxter

Ms. Thelma Buchholdt

Mr. Walter Furnace

Ms. Lydia Hays

Mr. Jalmar Kerttula

Ms. Thelma Langdon

Mrs. Mary Elizabeth Lomen

Mr. John Malone

Dr. Hugh B. Fate

Mrs. Blanche Walters

Mr. Walter Ward

COMMISSION OFFICE

Dr. Kerry D. Romesburg
Executive Director
Alaska Commission of Postsecondary Education
Pouch F, State Office Building
Juneau, Alaska 99811

(907) 465-2854

ACKNOWLEDGEMENTS

The Alaska Commission on Postsecondary Education wishes to acknowledge the cooperation of the Alaska Department of Education, the University of Alaska, and the Alaska Association of Secondary School Principals. Special thanks goes to Dr. Al Hazelton of the Department of Education for his assistance in the data collection and analysis. Also, appreciation is in order for funding provided by Federal Title XII, Postsecondary Educational Planning Program in the conduct and presentation of the study.

TABLE OF CONTENTS

	Page
Acknowledgement	iii
List of Tables	v
Introduction	1
Methodology	2
Results and Analysis	4
A. Demographic Data	4
B. High School Experiences	4
1. Ranking of High School Experiences	4
2. Areas of Improvement	6
C. Postsecondary Plans	8
D. Similarities and Differences Between Those Seniors Planning Postsecondary Education and Those Who Are Not	9
1. Sex	9
2. Race	10
3. Household Income	11
4. Rank in Class	11
5. Occupational Choice	13
E. Seniors Planning Postsecondary Education	15
1. State of Attendance	15
2. Alaskan Attendance	18
3. Reasons for Institutional Choice	19
4. Familiarity with Financial Aid	24
Summary	25
APPENDIX A. 1979-80 Alaska High School Senior Survey	27
APPENDIX B. Selected Data Tables	34

LIST OF TABLES

Table		Page
1.	Distribution of "Outstanding" Responses for High School Characteristics	5
2.	Distribution of "Poor" Responses for High School Characteristics	5
3.	Senior Expressed Need for Further Assistance in Selected Areas	6
4.	Senior Expressed Need for Further Assistance in Selected Areas by Indicated Post-High School Plans	7
5.	Senior Expressed Need for Further Assistance in Selected Areas by Household Income	8
6.	Distribution of Seniors by Most Likely Activity After High School	9
7.	Distribution of Seniors by Most Likely Activity After High School and by Sex of Respondent	10
8.	Distribution of Seniors by Most Likely Activity After High School and by Race of Respondent	11
9.	Distribution of Seniors by Most Likely Activity After High School and by Annual Household Income	12
10.	Distribution of Seniors by Most Likely Activity After High School and by Senior Rank in Class	14
11.	Distribution of Seniors by Intended State of Postsecondary Attendance	16
12.	Percentage Distribution of Seniors by Rank in Class and Selected Intended States of Attendance	17
13.	Distribution of Seniors by Choice of Alaskan Postsecondary Institution	19

Table		Page
14.	Reasons for Selecting Postsecondary Educational Institution	21
15.	Reasons for Selecting Postsecondary Educational Institution Distributed by State	22
16.	Reasons for Selecting a Particular Alaska Postsecondary Educational Institution	22
17.	Least Important Influences on Alaska Postsecondary Institutional Choice	23
18.	Seniors Familiar with and Intended Use of Selected Financial Assistance Programs	24
19.	Distribution of Seniors by Sex	35
20.	Distribution of Seniors by Race	35
21.	Distribution of Seniors by Annual Household Income	35
22.	Distribution of Seniors by Primary Home Language	36
23.	Distribution of Seniors by Work Experience	36
24.	Distribution of Seniors by Rating of Selected High School Characteristics	36
25.	Distribution of Seniors by Need for Additional Assistance and by Household Income	37
26.	Distribution of Seniors by Rank in High School Graduating Class	37
27.	Distribution of Seniors by Rank in High School Graduating Class and by Sex	37
28.	Distribution of Seniors by Rank in High School Graduating Class and by Race	38

INTRODUCTION

Historically, large numbers of Alaska's high school seniors have looked "outside" for pursuit of postsecondary education. In an effort to document this pattern and to try to understand the underlying motivations, this annual survey of Alaska's seniors has developed.

During the 1979-80 school year, the high school seniors were queried as to their opinions of their overall high school experience; their need for additional assistance in selected academic and career planning areas, and general demographic information, as well as what they planned to do after high school graduation. Survey results will be used for administrative and academic planning within the state and for improving student counseling and advisement.

METHODOLOGY

A written questionnaire, consisting of 16 basic questions, was sent to all Alaska public and private schools identified as having a twelfth grade. One new question regarding the seniors' academic ranking was added this year in an attempt to better understand the "brain drain" questions which are annually raised.

For 1979-80, it was estimated that there were 5,800 students enrolled in the twelfth grade in Alaska. Of these 5,800 seniors, 3295, or 57%, responded to this survey. Nearly half of these (1,566, or 48%) came from seniors enrolled in Anchorage area schools. Fairbanks accounted for 9%, Juneau for 4%, and the remainder of the state for 39%.

Four general groupings of questions were included in the questionnaire. These were:

1. those describing demographic characteristics of the student (sex, race, primary home language, income, etc.);
2. those describing the high school experiences of the student (evaluation of school experiences, and identification of possible areas of weakness);
3. those describing the postsecondary plans of the respondent (occupational choices, college intentions, post high school plans, etc.); and
4. those describing the more detailed plans of that group of respondents planning on pursuing some type of postsecondary education.

Considerable interest in the seniors' awareness of State and Federal Financial Aid Programs, the planned state of attendance for postsecondary educational pursuits, and the relationship between the seniors' academic rank and other variables has prompted a more thorough examination of these responses. The results of these examinations will be discussed in the presentation of data.

RESULTS AND ANALYSIS

A. Demographic Data

The demographic data indicate that the questionnaire results are highly representative of the general senior population. This conclusion is based upon previous senior surveys and current year estimates and projections. Approximately half the respondents were male (53%) and half were female (47%); 74% were Caucasian, 16% were Alaska Native, 3% were Black, and small percentages (less than one percent) were American Indian, Oriental, Hispanic, or other; 74% indicated annual family incomes of $15,000 or more; and 94% were from homes where English is the primary language spoken. (Details of these results are presented in Appendix B, Tables 19-28.)

B. High School Experience

Ranking of High School Experiences. Respondents were requested to evaluate various aspects of their high school experiences using the descriptors: outstanding, average, poor, or not provided. The characteristics receiving the highest number of "outstanding" responses were: Counseling and Guidance Services, Athletic and Recreational Facilities, and Vocational Training (see Table 1); while those receiving the least number of "outstanding" responses were: Grades, Marks, or Promotion Policy, School Rules and Discipline, and the Variety of Courses.

TABLE 1
DISTRIBUTION OF "OUTSTANDING" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	NUMBER OF "OUTSTANDING" RESPONSES
Counseling and Guidance Services	1,157
Athletic & Recreation Facilities	1,105
Vocational Training	1,091
Library, Learning Center Facilities	1,042
Quality of Instruction	808
Special Help for Students	784
Variety of Courses	691
School Rules, Regulations, & Discipline	628
Grades, Marks, Promotion Policy	602
Overall High School Experience	963

Examining the "poor" responses to the high school characteristics (presented in Table 2) one finds that Quality of Instruction, Vocational Training, and Grades, Marks, or Promotion Policy received the fewest "poor" ratings; while School Rules, Regulations, and Discipline, Counseling and Guidance Services, and Variety of Courses received the highest number of "poor" ratings.

TABLE 2
DISTRIBUTION OF "POOR" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	NUMBER OF "POOR" RESPONSES
School Rules, Regulations, & Discipline	663
Counseling and Guidance Services	488
Variety of Courses	409
Library, Learning Center Facilities	392
Special Help for Students	382
Athletic & Recreational Facilities	366
Grades, Marks, Promotion Policy	327
Vocational Training	300
Quality of Instruction	186
Overall High School Experience	267

A comparison of Tables 1 and 2 proves quite interesting. Counseling and Guidance Services certainly evoked strong responses from the seniors. It ranked highest in "outstanding" ratings and second highest in "poor" ratings. However, it should be encouraging that 84% of the seniors rated Counseling and Guidance Services as "average" or "outstanding".

The 1979-80 seniors indicated general satisfaction with their overall high school experiences. Over ninety-percent rated their overall experiences as "average" or "outstanding", with 30% rating it as "outstanding". A more complete listing of responses to high school experiences and characteristics may be found in Table 24 of Appendix B.

Areas of Improvement. Seniors were asked if they felt a need for additional assistance in the four areas of writing, reading, mathematics, and career planning. Just over half felt a need for more assistance in mathematics and career planning, and, as can be seen in Table 3, around 40% indicated a need for assistance in the areas of writing and reading.

TABLE 3
SENIOR EXPRESSED NEED FOR FURTHER
ASSISTANCE IN SELECTED AREAS

TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	NO.	%	NO.	%	
Express ideas in writing	1,146	36.2	2,019	63.8	3,165
Improving reading skills	1,315	41.6	1,849	58.4	3,164
Improving math skills	1,610	50.7	1,566	49.3	3,176
Deciding on Career/Education	1,595	50.1	1,587	49.9	3,182

Those seniors planning to attend a postsecondary educational institution (technical, business, two or four-year college) after high school indicated less of a need for assistance in all areas than did those planning to work full-time or who were undecided about post graduation plans. These data are presented in Table 4 and also reflect the opinion that the greatest need for those planning to work was for additional assistance in career planning. For those seniors planning schooling beyond high school, the greatest need area was for improved math skills.

TABLE 4
SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE IN SELECTED AREAS BY INDICATED POST-HIGH SCHOOL PLANS

Post-High School Plan: Further Schooling					
	NEEDED		NOT NEEDED		
TYPE OF ASSISTANCE	NO.	%	NO.	%	TOTAL
Express ideas in writing	644	35.7	1,162	64.3	1,806
Improving reading skills	692	38.4	1,111	61.6	1,803
Improving math skills	901	49.7	913	50.3	1,814
Deciding on Career/Education	843	46.5	970	53.5	1,813
Post-High School Plan: Full-Time Job or Don't Know					
	NEEDED		NOT NEEDED		
TYPE OF ASSISTANCE	NO.	%	NO.	%	TOTAL
Express ideas in writing	330	37.7	545	62.3	875
Improving reading skills	401	45.8	474	54.2	875
Improving math skills	458	52.4	416	47.6	874
Deciding on Career/Education	530	60.2	350	39.8	880

As a student's yearly household income increased, the need for assistance in all areas decreased. In fact, as presented in Table 5, less than half

of those seniors from homes with household incomes greater than $25,000 indicated a need for assistance in any of the areas.

TABLE 5
SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE
IN SELECTED AREAS, BY HOUSEHOLD INCOME

EXPRESSED NEED FOR ASSISTANCE IN	ANNUAL HOUSEHOLD INCOME $25,000 or UNDER		ANNUAL HOUSEHOLD INCOME OVER $25,000	
	NO.	%	NO.	%
Express ideas in writing	527	40.2	534	32.7
Improving reading skills	591	45.2	627	38.4
Improving math skills	744	56.6	756	46.2
Deciding on Career/Education	705	53.7	780	47.5

More detail on need for assistance by varied levels of annual household income is presented in Appendix B, Table 25.

C. Postsecondary Plans

A number of questions regarding postsecondary plans were posed for the seniors, and based upon the responses, the seniors were divided into basically two groups, those planning on educational pursuits and those not. Those planning some form of education were then asked to respond to additional questions which will be discussed later in this survey report.

Table 6 contains the responses to the question of what the general plans of the seniors were. Those planning to continue with some form of postsecondary education represented 56% of the senior respondents.

The number of seniors not planning any postsecondary education was

1,434, or 44% of the total respondents. However, it should be noted that this number includes 420 students who did not know what they were going to do, so the number of students actually involved in postsecondary education could increase.

TABLE 6
DISTRIBUTION OF SENIORS BY
MOST LIKELY ACTIVITY AFTER HIGH SCHOOL

ACTIVITY	NUMBER	PERCENT
Attend a 4-Year College	1,225	37.2
Attend a 2-Year College	372	11.3
Attend Public Technical School	202	6.1
Attend Private Business or Trade School	62	1.9
Enter Into Apprentice Training	171	5.2
Become a Full-Time Homemaker	30	0.9
Join the Military	118	3.6
Get a Full-Time Job	489	14.8
Don't Know Yet	420	12.8
Other	206	6.2
TOTAL	3,295	100.0

D. Similarities and Differences Between Those Seniors Planning Postsecondary Education and Those Who Are Not

Sex. In examining the plans of the seniors and differentiating by sex, as was done in Table 7, it appears that certain activities are much more likely for one sex as opposed to the other. Of the seniors indicating plans for entering apprentice training, 74% were male; of those planning on entering the military, 76% were male; and of those planning on becoming a homemaker, 87% were female. The male seniors also showed a greater tendency than the female seniors to be undecided about their plans and to plan attendance at a technical school.

The numbers of seniors planning to pursue postsecondary education was very evenly composed of males and females, and although the total number of males is slightly higher than females (938 to 923), the females outnumber the males in all postsecondary educational plans except technical school.

TABLE 7
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY SEX OF RESPONDENT

ACTIVITY	MALE	FEMALE	TOTAL
Attend a 4-Year College	602	623	1,225
Attend a 2-Year College	173	199	372
Attend Public Technical School	149	53	202
Attend Private Business School	14	48	62
Subtotal	938	923	1,861
Enter into Apprentice Training	127	44	171
Become a Full-Time Homemaker	4	26	30
Join the Military	90	28	118
Get a Full-Time Job	240	249	489
Don't Know Yet	242	178	420
Other	109	97	206
Subtotal	812	622	1,434
Total	1,750	1,545	3,295

Race. The race of the senior respondents did not seem to be a significant factor in determining postsecondary plans. In fact, the only activity which appeared to reflect a race linkage was the category of undecided, or "Don't Know Yet." Alaska Native seniors had a much higher percentage of undecided responses than did any other group (see Table 8).

TABLE 8
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY RACE OF RESPONDENT

ACTIVITY	Alaska Native		Black		Caucasian		All Others	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	117	22.1	37	35.6	1,000	40.9	66	33.0
Attend a 2-Year College	55	10.4	15	14.4	280	11.5	20	10.0
Attend Public Technical School	38	7.2	2	1.9	151	6.2	10	5.0
Attend Private Business School	5	1.0	3	2.9	49	2.0	5	2.5
Subtotal	215	40.7	57	54.8	1,480	60.6	101	50.5
Enter into Apprentice Training	52	9.9	3	2.9	111	4.5	5	2.5
Become a Full-Time Homemaker	5	1.0	1	1.0	20	0.8	4	2.0
Join the Military	26	4.9	7	6.7	70	2.9	13	6.5
Get a Full-Time Job	81	15.3	20	19.2	351	14.4	34	17.0
Don't Know Yet	119	22.5	7	6.7	269	11.0	21	10.5
Other	30	5.7	9	8.7	143	5.8	22	11.0
Subtotal	313	59.3	47	45.2	964	39.4	99	49.5
Total	528	100.0	104	100.0	2,444	100.0	200	100.0

Household Income. The annual household income does relate strongly to the postsecondary plans of the seniors. A cross check was run comparing the responses of those seniors from households with an annual income of $15,000 or less with those from households with incomes greater than $15,000. The results of this comparison are presented in Table 9. It would appear that seniors from households of $15,000 or less annual income are less likely to plan postsecondary schooling and are more likely to be undecided, join the military, seek full-time employment, and enter apprenticeship programs. Of those from households with annual incomes over $15,000, over 60% indicated plans for formal schooling.

TABLE 9
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY ANNUAL HOUSEHOLD INCOME

ACTIVITY	Income $15,000 or Less		Income Over $15,000	
	No.	%	No.	%
Attend a 4-Year College	152	24.2	1,000	41.1
Attend a 2-Year College	68	10.9	273	11.2
Attend Public Technical School	44	7.0	151	6.2
Attend Private Business School	8	1.3	46	1.9
Subtotal	272	43.4	1,470	60.4
Enter into Apprentice Training	53	8.4	108	4.4
Become a Full-Time Homemaker	8	1.3	19	0.8
Join the Military	32	5.1	78	3.2
Get a Full-Time Job	114	18.2	340	14.0
Don't Know Yet	114	18.2	268	11.0
Other	34	5.4	150	6.2
Subtotal	355	56.6	963	39.6
Total	627	100.0	2,433	100.0

Rank in Class. As a new feature to this year's senior survey, the respondents were asked to indicate where they ranked within their graduating class. The ranks were quite broad, consisting of four quarters, with the first quarter being highest, the second quarter, above average, and so on.

Not too surprisingly, those seniors ranking in the upper two quarters of their class indicated a much higher intention of pursuing postsecondary education, with those in the top quarter having the highest percentage (79%). A direct relationship also seemed to exist between the high school rank and the activites of those not pursuing schooling (see Table 10).

As the ranking progressed downward on the quarter basis, the percentages

increased of those seniors uncertain of plans, those planning full-time employment, and those planning on entering an apprenticeship program.

Occupational Choice. Seniors were asked to choose a first and second occupational preference from a list of 56 technical and professional occupations. The general trade and technical category of occupations was most selected by the seniors, although the area of "Business and Management" proved to be the single-most popular choice for both first and second preference. The top four choices were:

First Preference	Second Preference
Business and Management	Business and Management
Aviation Careers	Automotive Repair
Automotive Repair	Physical Education
Elementary/Secondary Education	Computer Programming

The occupational preferences varied quite markedly between the sexes, with the male seniors preferring the more technical and trade occupations. The top ten choices, in descending order of popularity, for male and female seniors were:

Male Seniors	Female Seniors
Automotive Repair	Office Management
Carpentry	Accounting
Aviation Careers	Elementary/Secondary Education
Business and Management	Recreation/Tourism
General Engineering	General Management/Business
Music	Aviation Careers
Heavy Equipment Operator	Health Professions
Medical, M.D.	Law
Aviation Technology	Cosmetology
Physical Education	Home Economics

TABLE 10
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY SENIOR RANK IN CLASS

ACTIVITY	First Quarter		Second Quarter		Third Quarter		Fourth Quarter	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	553	65.3	392	36.8	112	20.6	45	13.0
Attend a 2-Year College	79	9.3	129	12.1	70	12.9	36	10.4
Attend Public Technical School	22	2.6	69	6.5	53	9.7	33	9.5
Attend Private Business School	11	1.3	22	2.1	18	3.3	--	---
Subtotal	665	78.5	612	57.5	253	46.5	114	32.9
Enter into Apprentice Training	20	2.4	47	4.4	46	8.5	31	8.9
Become a Full-Time Homemaker	6	0.7	11	1.0	3	0.5	4	1.1
Join the Military	16	1.9	39	3.7	26	4.8	18	5.2
Get a Full-Time Job	51	6.0	160	15.0	106	19.5	88	25.4
Don't Know Yet	54	6.4	139	13.1	81	14.9	71	20.5
Other	35	4.1	56	5.3	29	5.3	21	6.0
Subtotal	182	21.5	452	42.5	291	53.5	233	67.1
Total	847	100.0	1,064	100.0	544	100.0	347	100.0

A further analysis was conducted to relate occupational preference to race of respondent. Variation in preference certainly exists, but no patterns are apparent. The choices were:

Black	American Indian	Oriental
Business & Mgt.	Automotive Repair	Computer Progamming
Music	Aviation	Foreign Language
Law	Commercial Art	Engineering
Nursing/Health	Welding & Metals	Medical

Hispanic	Alaska Native	Caucasian
Business & Mgt.	Aviation	Business & Mgt.
Computer Programming	Carpentry	Aviation
Aviation	Home Economics	Education
Engineering	Automotive Repair	Automotive Repair

D. Seniors Planning Postsecondary Education

A separate portion of the survey was devoted to obtaining more information about those seniors planning on pursuing postsecondary education. Although the number of seniors indicating plans for attending school immediately after graduation varied around 1,700 to 1,900 in response to a number of cross-check items (such as income levels, sex, and race), the total number of seniors responding to specific questions on schooling increased to 2,507. This increased figure is assumed to include not only those seniors with firm post high school plans, but also a number responding in a "what if" mode. That is, what if I were to attend college, then how would I answer. In any case, the high response rate to these questions provides a good inferential base.

State of Attendance. Seniors were asked to indicate the state in

which they planned to pursue their postsecondary education. As has been discovered in past surveys of this type, over two-thirds of the seniors indicated plans to attend school outside of Alaska. Alaska still remains the most heavily preferred single state of attendance (see Table 11), but this accounts for only about a third of the seniors.

TABLE 11
DISTRIBUTION OF SENIORS BY
INTENDED STATE OF POSTSECONDARY ATTENDANCE

STATE	NUMBER	PERCENT
Alaska	783	31.3
Washington	376	15.0
California	249	9.9
Oregon	234	9.3
Colorado	159	6.3
Hawaii	83	3.3
Texas	58	2.3
Florida	42	1.7
Idaho	42	1.7
Other	481	19.2
TOTAL	2,507	100.0

When the intended state of attendance was cross-referenced with the senior's rank in the graduating class, no single state seemed to draw heavily from any particular quarter of ranking.

The distribution for a few selected states is presented on a percentage basis in Table 12. It does appear that Alaska draws more heavily from the lower two quarters of the graduating class than do most other states, but due to strong in-state community college attendance and vocational/technical school attendance, these variations do not appear significant.

TABLE 12
PERCENTAGE DISTRIBUTION OF SENIORS
BY RANK IN CLASS AND SELECTED INTENDED STATES OF ATTENDANCE

RANK IN CLASS	ALASKA	WASHINGTON	CALIFORNIA	OREGON	COLORADO
First Quarter	24.5	41.6	39.6	44.9	29.5
Second Quarter	40.8	35.6	36.0	31.5	35.6
Third Quarter	19.1	15.9	16.7	16.2	24.7
Fourth Quarter	15.6	6.9	7.7	7.4	10.2
TOTAL	100.0	100.0	100.0	100.0	100.0

Another way of examining these same data is to compare Alaska's drawing power within rank in graduating class to that of "outside." In so doing it was discovered that 81% of the seniors in the top quarter of their graduating class who planned postsecondary attendance, planned it for "outside" of Alaska. This pattern held true for all quarters, with 74% of the second quarter, 77% of the third quarter, and 70% of the fourth quarter planning attendance out-of-state.

Overall then, not much can be concluded except that the majority of seniors planning postsecondary attendance, plan to do so out-of-state, regardless of where they rank in their high school class. The "brain drain" question or the suggestion that the best students are the students opting for attendance "outside" seems to be negated. Of the top half of the graduating class, 77% are planning attendance "outside," and of the bottom half of the class, 74% are planning attendance "outside." This difference is too small to make any strong inferences regarding "brain drains," except to say that the numbers leaving the state for schooling remain quite high.

Alaska Attendance. When asked which institution in Alaska the seniors planned to attend, 30% indicated the University of Alaska-Fairbanks, followed closely by the University of Alaska-Anchorage, with 23%. The responses to this question are presented in Table 13.

Of those selecting a two or four-year college, over half (53%) indicated plans to attend school in the Anchorage area.

It is also interesting to note that the fourth and fifth most popular institutional choices of the seniors were the Alaska Business College (Anchorage) and the Alaska Skill Center (Seward), respectively. The survey reveals that these two institutions, which are dedicated to preparing persons for employment in selected occupational and career fields, have strong statewide drawing power.

TABLE 13
DISTRIBUTION OF SENIORS BY
CHOICE OF ALASKAN POSTSECONDARY INSTITUTION

INSTITUTION	NUMBER	PERCENT
Anchorage Community College	137	14.4
Chukchi Community College	3	0.3
Juneau-Douglas Community College	9	1.0
Kenai Peninsula Community College	7	0.7
Ketchikan Community College	8	0.9
Kodiak Community College	4	0.4
Kuskokwim Community College	11	1.2
Matanuska-Susitua Community College	7	0.7
Prince William Sound Community College	3	0.3
Sitka Community College	3	0.3
Tanana Valley Community College	7	0.7
COMMUNITY COLLEGE SUBTOTAL	199	20.9
University of Alaska-Anchorage	222	23.4
University of Alaska-Fairbanks	281	29.6
University of Alaska-Juneau	6	0.6
UNIVERSITY CENTER SUBTOTAL	509	53.6
Alaska Pacific University	42	4.4
Inupiat University of the Artic	4	0.4
Sheldon Jackson College	17	1.8
PRIVATE COLLEGIATE SUBTOTAL	63	6.6
Alaska Business College	73	7.7
Alaska Skill Center	56	5.9
Trade, Technical	50	5.3
TOTAL	950	100.0

Reasons for Institutional Choice. Why a senior chooses to attend a particular institution is a question of great interest to those persons involved in postsecondary education. The seniors were asked to indicate, from a list of eighteen possible reasons, which factors were important in their attendance decisions. The seniors were to pick the two most important reasons and also the least important reason affecting

the choice of the postsecondary institution they planned to attend.

As has been discovered in past surveys of this type, the most important reason for institutional choice was "availability of program". This was followed by "reputation or prestige of the school", "closeness to home", and "geographic location". (See Table 14.) In responding to the second most influential determinant, the seniors picked, in descending frequency, "geographic location", "closeness to home", and "low tuition and living expenses".

Surprisingly, some of the factors which were frequently selected as being the least important determinants were those indicated by many others as being highly influential. The least important factors were: "friends will be there", "closeness to home", "geographic location", and "want to see the Lower 48".

The reasons for institutional choice were cross-referenced with the state of planned attendance to see if any discernible pattern existed. The results, presented in Table 15, reflect a very consistent pattern, with only two exceptions, Alaska and Hawaii. In all cases except Alaska and Hawaii, the principal reasons for institutional choice were "availability of program" or "reputation of prestige of the school." For students planning Alaskan attendance, the principal reason was "close to home," and for those planning attendance in Hawaii, the principal reason was "geographic location."

TABLE 14
REASONS FOR SELECTING
POSTSECONDARY EDUCATIONAL INSTITUTION

REASON	MOST IMPORTANT		SECOND MOST IMPORTANT		LEAST IMPORTANT	
	NO.	%	NO.	%	NO.	%
Availability of Program	570	24.0	212	9.0	81	3.5
Reputation or Prestige of School	280	11.8	202	8.6	112	4.9
Close to Home	250	10.5	253	10.8	249	10.9
Geographic Location	227	9.5	323	13.8	242	10.6
Encouragement from Parents/Relations	205	8.6	195	8.3	130	5.7
Low Tuition and Living Expenses	180	7.6	237	10.1	138	6.1
Availability of Jobs While in School	107	4.5	140	6.0	107	4.6
Intercollegiate Athletics	90	3.8	88	3.8	93	4.1
Religious Atmosphere	82	3.4	52	2.2	154	6.8
Intermural Athletics	77	3.2	83	3.5	96	4.2
Want to See Lower 48	69	2.9	103	4.4	220	9.7
Friends Will Be There	59	2.5	119	5.1	261	11.5
Availability of Financial Aid	49	2.1	131	5.6	63	2.8
Encouragement from Teachers	48	2.0	77	3.3	53	2.3
Encouragement from College Representatives	30	1.3	41	1.7	27	1.2
Parent Went There	21	0.9	23	1.0	91	4.0
Sororities/Fraternities	20	0.8	33	1.4	117	5.1
Availability of College Houses	15	0.6	33	1.4	45	2.0
TOTAL	2,379	100.0	2,345	100.0	2,279	100.0

TABLE 15
REASONS FOR SELECTING POSTSECONDARY
EDUCATIONAL INSTITUTION DISTRIBUTED BY STATE

STATE	PRIMARY REASON	SECONDARY REASON
Alaska	Close to Home	Availability of Program
Washington	Availability of Program	Reputation of School
California	Availability of Program	Geographic Location
Oregon	Availability of Program	Reputation of School
Colorado	Availability of Program	Reputation of School
Hawaii	Geographic Location	Availability of Program

These factors affecting choice were further analyzed on an in-state basis. A cross-tabulation was run between reasons for institutional choice and Alaskan institution indicated. The results for selected institutions are listed in Table 16. As with the results for the state as a whole, the principal factors affecting institutional selection were "program availability" and "closeness to home". Not unexpectedly, those seniors selecting more career or occupationally-oriented institutions did so because of particular programs in which they were interested.

TABLE 16
REASONS FOR SELECTING A PARTICULAR
ALASKA POSTSECONDARY EDUCATIONAL INSTITUTION

INSTITUTION	PRIMARY REASON	SECONDARY REASON
Univ. of Alaska-Fairbanks	Program Availability	Low Tuition & Expenses
Univ. of Alaska-Anchorage	Close to Home	Program Availability
Anchorage Community College	Close to Home	Program Availability
All Community Colleges	Close to Home	Program Availability
Alaska Pacific University	Close to Home	Program Availability
Alaska Business College	Program Availability	Close to Home
Alaska Skill Center	Program Availability	Reputation of School

The factors which had the least effect in Alaskan institutional choice are presented in Table 17. It should be noted that the seniors were asked which factors influenced them least. That is, the results in Table 16 are senior choices, not simply those which were least often marked as being the most influential. For this reason, there were some interesting parallels between Table 16 and Table 17. For instance, the most influential factor for community colleges was

TABLE 17
LEAST IMPORTANT INFLUENCES ON
ALASKA POSTSECONDARY INSTITUTIONAL CHOICE

INSTITUTION	LEAST INFLUENTIAL REASON	SECOND LEAST INFLUENTIAL REASON
Univ. of Alaska-Fairbanks	Close to Home	Geographic Location
Univ. of Alaska-Anchorage	Close to Home	Friends Will Be There
Anchorage Community College	Close to Home	Friends Will Be There
All Community Colleges	Geographic Location	Friends Will Be There
Alaska Pacific University	Geographic Location	Friends Will Be There
Alaska Business College	Geographic Location	Low Tuition & Expenses
Alaska Skill Center	Close to Home	Friends Will Be There

"closeness to home", and yet, the least influential factor for those same institutions was also "closeness to home". The same result occurred for the University of Alaska-Anchorage. Apparently, the closeness of those institutions to the seniors' home is either very important to them or not very important at all. The other factors which had little effect were "geographic location" (which includes climate) and "friends will be there".

Familiarity with Financial Aid. The seniors were queried as to their familiarity with, and intent to use, various types of financial aid available for postsecondary education. As can be seen in Table 18, the assistance with which the seniors were most familiar were ROTC (Reserve Officers Training Corps) assistance and the Alaska State Loan Program. That which was indicated most often as intended for use was the State Loan Program, with over half those familiar with the program planning to use it.

TABLE 18
SENIORS FAMILIARITY WITH AND INTENDED
USE OF SELECTED FINANCIAL ASSISTANCE PROGRAMS

PROGRAMS	FAMILIAR WITH		INTENDED TO USE	
	NO.	%	NO.	%
BEOG	525	21.0	231	44.0
GSL (Guaranteed Student Loan)	717	28.6	170	23.7
Alaska State Student Loan	1,086	43.4	567	52.2
Native Corp. Assistance	605	24.2	83	13.7
CETA	897	35.8	103	11.5
BIA	841	33.6	104	12.4
ROTC	1,547	61.8	80	5.2

SUMMARY

The 1979-80 senior survey is the third such study of Alaska's seniors. The results for all three years are very similar in most areas of inquiry, and now, after obtaining a three-year base, some conclusions can be drawn.

1. Alaska high school students are generally quite satisfied with their high school experiences. Counseling and guidance services, athletic and recreational facilities, and vocational training are most often cited for excellence by the seniors.

2. A large number of seniors feel the need for additional assistance in improving mathematics skills and in deciding on a career or education. The need for help in these two areas is expressed by the seniors regardless of whether or not they plan further schooling after high school.

3. Those seniors from households with annual incomes of over $15,000 and those seniors ranking in the upper two quarters of their graduating class are the most likely to pursue further schooling after high school.

4. The tendency for Alaskan seniors to look "outside" for postsecondary educational services is continuing. Although Alaska is the single-most popular choice for postsecondary attendance, over two-thirds of the seniors planning further schooling are planning this schooling outside of Alaska.

5. The ranking of the seniors within their graduating class does not seem to correlate with decisions on state of postsecondary attendance. Seniors from all four quarters of their graduating class, who plan further schooling, indicate a strong preference for seeking

their postsecondary schooling in states other than Alaska.

6. The principal reasons for the seniors' selecting an educational institution in another state are generally the availability of certain programs and the reputation or prestige of the school, while the reasons for selecting institutions within Alaska are closeness to home and availability of certain programs.

7. Those seniors planning Alaskan postsecondary attendance have a strong preference for the University of Alaska-Fairbanks and the University of Alaska-Anchorage, with these two university centers accounting for more than half of the seniors planning in-state schooling.

8. The private proprietary schools and public vocational-technical schools are quite attractive to a number of seniors, particularly the Alaska Business College of Anchorage and the Alaska Skill Center of Seward. Those seniors choosing these institutions do so largely because of the availability of certain programs.

9. A large number of seniors planning postsecondary education are also planning on seeking financial assistance for this schooling. The most popular source for this assistance is the Alaska State Student Loan Program.

The information from this survey is compiled on an individual high school basis and returned to each participating school. In so doing, the feedback enables the secondary officials to better plan or respond to and for the high school students' needs. The information and results are also used on a statewide basis for planning and analysis of postsecondary resources for Alaskans. Through efforts such as this, our ability to respond effectively to the postsecondary requirements of Alaskans is greatly enhanced.

APPENDIX A

1979-80 ALASKA HIGH SCHOOL SENIOR SURVEY

Alaska High School Senior Survey

1979 - 1980

This survey is an attempt to find out what you intend to do with your life the first year after graduation. The results of this survey will be used to plan for the growth and development of postsecondary education* in Alaska, to coordinate and plan for better financial aid services for Alaskan postsecondary students and to provide for the educational needs of Alaskan high school graduates.

Please answer questions 1 through 13 regardless of what you plan to do after graduation. Students continuing a postsecondary education should also complete questions 14 through 16.

Individual responses will be kept confidential. Please do not identify yourself on the survey. (Place the number of your response in the space provided at the right.) Your cooperation is appreciated.

RESPONSE

1. What is your sex? ..... _____
   1. Male 2. Female

2. How do you describe yourself? (Choose only one). ..... _____

   1. Alaskan Native
   2. Black
   3. American Indian
   4. Oriental
   5. Caucasian
   6. Hispanic
   7. Other

3. What category best describes your total family income? ..... _____

   1. Under $8,000
   2. Between $8,000 and $15,000
   3. Between $15,000 and $25,000
   4. Between $25,000 and $40,000
   5. Over $40,000

4. There are a number of financial aid programs offered to Alaskans. Please indicate your familiarity with these programs by using the following code. In selections A - H, simply place the most appropriate number in the space provided. If you are not aware of ANY of the programs listed below, place a 1 in the space provided next to selection J.

   RESPONSE

   1. I am not aware of this financial assistance program.
   2. I am aware of this financial assistance program.
   3. I am aware of this program and plan on using it to further my education.

   A. BEOG (Basic Educational Opportunity Grant Program). ..... _____
   B. GSL (Guaranteed Student Loan Program) ..... _____
   C. Alaska State Student Loan Program. ..... _____
   D. Native Corporation Student Financial Aid. ..... _____
   E. CETA (Comprehensive Employment Training Act) ..... _____
   F. BIA (Bureau of Indian Affairs) Financial Assistance. ..... _____
   G. ROTC (Reserve Officer Training Corps) Financial Assistance. ..... _____
   H. Other (Specify). ..... _____
   J. I am not aware of any of the above financial assistance programs (mark with 1 if true). ..... _____

* NOTE: Postsecondary Education is defined as any organized education, learning or training experience beyond high school.

FOR QUESTIONS 5, 6, 7, 8, and 9 use the following responses.

1. YES, I agree with this statement.
2. NO, I do not agree with this statement.

PLACE 1 IN THE RESPONSE SPACE FOR 'YES' AND 2 FOR 'NO'. RESPONSE

5. English is the language most frequently spoken in my home ..... _____

6. I have:

   A. held a regular part-time job while in school ..... _____

   B. held a full-time job during the summer ..... _____

   C. participated in work-study or distributive education while in school .... _____

   D. supervised the work of others ..... _____

   E. never worked ..... _____

7. I need assistance in:

   A. expressing my ideas in writing ..... _____

   B. improving reading speed or comprehension ..... _____

   C. improving math skills ..... _____

   D. deciding on a career, occupation or educational plans ..... _____

8. I plan to take or have already taken the ACT (American College Testing Program) ..... _____

9. I plan to take or have already taken the SAT (Scholastic Aptitude Test) ..... _____

10. In terms of grades you received in high school, how did you rank in your graduating class? (Circle the appropriate number of the quarter in which you graduated; First Quarter being the highest).

    1. First Quarter
    2. Second Quarter
    3. Third Quarter
    4. Fourth Quarter

11. Listed below are a number of characteristics of your high school. You are asked to rank them on how beneficial they have been to you. That is, how well did they contribute to your experience as a student? Please use the following ranking scale and place the appropriate number in the space provided for each school activity listed. Please use your own experience for the ranking, not what you have heard from others.

    1. Outstanding (Not much room for improvement)
    2. Average (Okay, so-so, as many good as bad experiences)
    3. Poor (School tried, but things didn't work out well)
    4. Not provided (I had no experience with this activity)

	RESPONSE
A. Variety of courses	_____
B. Quality of instruction	_____
C. Counseling or guidance services	_____
D. Special help or programs for students needing it	_____
E. School rules, regulations and discipline	_____
F. Assignment of grades or marks and promotion policy or practice	_____
G. Athletic or recreational facilities	_____
H. Library, learning centers or laboratory facilities	_____
I. Vocational training (industrial, business, home economics, etc.)	_____
J. Satisfaction with your high school experience overall	_____

12. What are you most likely to do after high school? _____
    Use the following table to indicate your response. (Choose only one answer).

    1. Don't know yet.
    2. Join the military.
    3. Get a full-time job.
    4. Become a full-time homemaker.
    5. Enter into apprentice training.
    6. Attend a public technical school.
    7. Attend a private business school.
    8. Attend a four-year college.
    9. Attend a two-year college.
    0. Other: _____ (please specify).

13. Please indicate by number your first and second occupational choice, choosing from the list in Table A, located on page 5 of this survey.

RESPONSE

A. My first occupational choice is ..... _____

B. My second occupational choice is ..... _____

If you do not plan on going on for more schooling, skip the rest of the survey. If you plan to go on to some form of postsecondary education - such as business school, college, technical school, trade school and so on - please answer the remaining questions, even if you only think you may go on for more schooling after high school.

RESPONSE

14. Using the code found in Table B on page 6 of the survey, indicate by number in which state you plan to attend a postsecondary institution ..... _____

15. If you plan to attend a postsecondary institution in Alaska, indicate which one by using the list of institutions in Table C on page 6 of the survey. (If you are not going on to school in Alaska, skip this question and go on to the next)..... _____

16. Regardless of where you are going to school, why have you made that choice? Use the number codes below to select the two most important reasons and the one least important reason for your choice.

A. Most important reason for my selection ..... _____
B. Second most important reason for my selection ..... _____
C. Least important reason for my selection ..... _____

1. Intramural athletics/recreational activities
2. Sororities/fraternities/student orgainzations on campus
3. Geographic location/weather/ climate
4. Encouragement from parents/relatives
5. Encouragement from teachers/principal/counselor
6. Encouragement from college representative
7. Availability of jobs while in school
8. Because one or both of my parents went there
9. Because I wanted to see some of the lower 48
10. Low tuition and living expenses
11. Reputation or prestige of school
12. Availability of program
13. Availability of financial aid
14. Close to home
15. Religious atmosphere
16. My friends will be there
17. Availability of campus housing
18. Intercollegiate athletic program

TABLE A
LIST OF OCCUPATIONAL CHOICES

PLEASE CHOOSE THE NUMBER OF YOUR FIRST AND SECOND OCCUPATIONAL CHOICE FROM THE LIST BELOW. SELECT THE OCCUPATIONAL AREA THAT BEST FITS YOUR GOALS, AND FILL IN THE RESPONSE BLANKS ON PAGE 3 OF THE SURVEY WITH THE NUMBERS YOU HAVE SELECTED.

10. AGRICULTURE OR ANIMAL SCIENCE
11. FORESTRY
12. NATURAL RESOURCE MANAGEMENT
13. FISH AND GAME

15. ARCHITECTURE
16. INTERIOR DESIGN

20. BIOLOGY, GENERAL
21. MARINE BIOLOGY
22. ZOOLOGY

25. COMMUNITY OR SOCIAL SERVICES
26. LAW ENFORCEMENT/CORRECTIONS
27. LAW

30. BUSINESS & COMMERCE, GENERAL
31. ACCOUNTING
32. ADVERTISING
33. BANKING
34. BUSINESS MANAGEMENT
35. OFFICE MANAGEMENT & SECRETARIAL STUDIES
36. RECREATION & TOURISM
37. TRANSPORTATION & PUBLIC UTILITIES

40. COMMUNICATIONS, GENERAL
41. JOURNALISM
42. BROADCASTING (RADIO & TV)

45. COMPUTER & INFORMATION SERVICES
46. COMPUTER PROGRAMMING

50. FOREIGN LANGUAGES/HUMANITIES
51. RELIGIOUS STUDIES

55. HOME ECONOMICS/FAMILY LIFE SKILLS

60. TRADE & TECHNICAL, GENERAL
61. AVIATION TECHNOLOGY
62. AUTOMOBILE REPAIR (ENGINE & BODY)
63. CARPENTRY & CONSTRUCTION
64. DIESEL TECHNOLOGY
65. ELECTRICITY (HOUSE WIRING)
66. HEAVY EQUIPMENT OPERATIONS
67. WELDING & METAL FABRICATION
68. COSMETOLOGY
69. AVIATIONAL ASSOCIATED CAREERS (COMMERCIAL PILOT, STEWARDESS, ETC.)

71. ELEMENTARY AND/OR SECONDARY EDUCATION
72. PHYSICAL EDUCATION
73. SPECIAL EDUCATION
74. VOCATIONAL EDUCATION

80. ENGINEERING, GENERAL
81. AEROSPACE ENGINEERING
82. ELECTRICAL ENGINEERING
83. MECHANICAL ENGINEERING

85. FINE OR APPLIED ARTS, GENERAL
86. COMMERCIAL ARTS
87. MUSIC

90. HEALTH PROFESSION, GENERAL
91. PRACTICAL NURSING
92. REGISTERED NURSING
93. VETERINARY MEDICINE
94. MEDICAL, M.D.

95. PHYSICAL SCIENCE, GENERAL (GEOLOGY, PHYSICS, OCEANOGRAPHY, MATHEMATICS, CHEMISTRY, ETC.)

99. OTHER

TABLE B
LIST OF STATES

USE THE FOLLOWING NUMBER CODES TO ANSWER QUESTION 14 ON PAGE 4 OF THE SURVEY. (INDICATE IN WHICH STATE YOU PLAN TO ATTEND A POSTSECONDARY INSTITUTION).

1. ALABAMA
2. ALASKA
3. ARIZONA
4. ARKANSAS
5. CALIFORNIA
6. COLORADO
7. CONNECTICUT
8. DELAWARE
9. DISTRICT OF COLUMBIA
10. FLORIDA
11. GEORGIA
12. HAWAII
13. IDAHO
14. ILLINOIS
15. INDIANA
16. IOWA
17. KANSAS
18. KENTUCKY
19. LOUISIANA
20. MAINE
21. MARYLAND
22. MASSACHUSETTS
23. MICHIGAN
24. MINNESOTA
25. MISSISSIPPI
26. MISSOURI
27. MONTANA
28. NEBRASKA
29. NEVADA
30. NEW HAMPSHIRE
31. NEW JERSEY
32. NEW MEXICO
33. NEW YORK
34. NORTH CAROLINA
35. NORTH DAKOTA
36. OHIO
37. OKLAHOMA
38. OREGON
39. PENNSYLVANIA
40. RHODE ISLAND
41. SOUTH CAROLINA
42. SOUTH DAKOTA
43. TENNESSEE
44. TEXAS
45. UTAH
46. VERMONT
47. VIRGINIA
48. WASHINGTON
49. WEST VIRGINIA
50. WISCONSIN
51. WYOMING
52. FOREIGN

TABLE C
ALASKAN POSTSECONDARY INSTITUTIONS

USE THE FOLLOWING NUMBER CODES TO ANSWER QUESTION 15 ON PAGE 4 OF THE SURVEY. (INDICATE WHICH ALASKA INSTITUTION YOU PLAN TO ATTEND).

1. ALASKA BUSINESS COLLEGE
2. ALASKA PACIFIC UNIVERSITY
3. ALASKA SKILL CENTER
4. ANCHORAGE COMMUNITY COLLEGE
5. CHUKCHI COMMUNITY COLLEGE–KOTZEBUE
6. EXTENSION CENTER NEAR HOME
7. INUPIAT UNIVERSITY OF THE ARCTIC
8. JUNEAU–DOUGLAS COMMUNITY COLLEGE
9. KENAI PENINSULA COMMUNITY COLLEGE
10. KETCHIKAN COMMUNITY COLLEGE
11. KODIAK COMMUNITY COLLEGE
12. KUSKOKWIM COMMUNITY COLLEGE
13. MATANUSKA–SUSITNA COMMUNITY COLLEGE
14. PRINCE WILLIAM SOUND COMMUNITY COLLEGE–VALDEZ
15. SHELDON JACKSON COLLEGE
16. SITKA COMMUNITY COLLEGE
17. TANANA VALLEY COMMUNITY COLLEGE
18. TECHNICAL INSTITUTE, BUSINESS OR TRADE SCHOOL
19. UNIVERSITY OF ALASKA, ANCHORAGE
20. UNIVERSITY OF ALASKA, FAIRBANKS
21. UNIVERSITY OF ALASKA, JUNEAU

APPENDIX B

SELECTED DATA TABLES

TABLE 19
DISTRIBUTION OF SENIORS BY SEX

SEX	NUMBER	PERCENT
Male	1,744	52.9
Female	1,542	46.8
No Response	9	0.3
TOTAL	3,295	100.0

TABLE 20
DISTRIBUTION OF SENIORS BY RACE

RACE	NUMBER	PERCENT
Alaska Native	528	16.0
Black	104	3.2
American Indian	41	1.2
Oriental	41	1.2
Caucasian	2,444	74.2
Hispanic	32	1.0
Other	86	2.6
No Response	19	0.6
TOTAL	3,295	100.0

TABLE 21
DISTRIBUTION OF SENIORS BY
ANNUAL HOUSEHOLD INCOME

ANNUAL INCOME	NUMBER	PERCENT
Under $8,000	233	7.1
$8,000 to $15,000	394	7.1
$15,001 to $25,000	746	12.0
$25,001 to $40,000	930	22.6
Over $40,000	757	28.2
No Response	235	23.0
TOTAL	3,295	100.0

TABLE 22
DISTRIBUTION OF SENIORS BY PRIMARY HOME LANGUAGE

PRIMARY SPOKEN HOME LANGUAGE	NUMBER	PERCENT
English	3,082	93.5
Other	163	4.9
No Response	50	1.5
TOTAL	3,295	100.0

TABLE 23
DISTRIBUTION OF SENIORS
BY WORK EXPERIENCE

TYPE OF WORK	YES		NO		NO RESPONSE		TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%
Part-Time Job	2,077	63.0	1,127	34.2	91	2.8	3,295	100.0
Full-Time Summer Job	2,268	68.8	933	28.3	94	2.9	3,295	100.0
Work Study	974	29.6	2,175	66.0	146	4.4	3,295	100.0
Supervised Others	1,371	41.6	1,796	54.5	128	3.9	3,295	100.0
No Work Experience	278	8.4	2,801	85.0	216	6.6	3,295	100.0

TABLE 24
DISTRIBUTION OF SENIORS BY RATING
OF SELECTED HIGH SCHOOL CHARACTERISTICS

HIGH SCHOOL CHARACTERISTIC	SENIOR RATING		
	OUTSTANDING	AVERAGE	POOR
Variety of Courses	691	2,073	409
Quality of Instruction	808	2,185	186
Counseling Services	1,157	1,432	488
Special Help, if Needed	784	1,447	382
School Rules and Discipline	628	1,852	663
Grades, Marks, and Promotion	602	2,188	327
Athletic & Recreation Facilities	1,105	1,598	366
Library & Learning Centers	1,042	1,666	392
Vocational Training	1,091	1,532	300
Overall Satisfaction	963	1,927	267

TABLE 25
DISTRIBUTION OF SENIORS BY NEED
FOR ADDITIONAL ASSISTANCE AND BY HOUSEHOLD INCOME

ANNUAL HOUSEHOLD INCOME	AREAS OF ASSISTANCE							
	WRITING		READING		MATHEMATICS		CAREER PLANNING	
	YES	NO	YES	NO	YES	NO	YES	NO
Under $8,000	109	110	125	95	139	80	138	81
$8,000 to $15,000	143	230	163	209	219	154	198	176
$15,001 to $25,000	275	443	303	413	386	337	369	351
$25,001 to $40,000	310	593	366	534	442	464	444	465
Over $40,000	224	504	261	470	314	417	336	398

TABLE 26
DISTRIBUTION OF SENIORS BY
RANK IN HIGH SCHOOL GRADUATING CLASS

RANK IN CLASS	NUMBER	PERCENT
First Quarter	847	25.7
Second Quarter	1,064	32.3
Third Quarter	544	16.5
Fourth Quarter	347	10.5
No Response	493	15.0
TOTAL	3,295	100.0

TABLE 27
DISTRIBUTION OF SENIORS BY RANK
IN HIGH SCHOOL GRADUATING CLASS AND BY SEX

RANK IN CLASS	MALE		FEMALE		TOTAL	
	NO.	%	NO.	%	NO.	%
First Quarter	422	24.2	422	27.4	847	25.7
Second Quarter	570	32.7	490	31.8	1,064	32.3
Third Quarter	303	17.4	241	15.6	544	16.5
Fourth Quarter	214	12.3	132	8.5	347	10.5
No Response	235	13.4	257	16.7	493	15.0
TOTAL	1,744	100.0	1,542	100.0	3,295	100.0

TABLE 28
DISTRIBUTION OF SENIORS BY RANK
IN HIGH SCHOOL GRADUATING CLASS AND BY RACE

RANK IN CLASS	ALASKA NATIVE		BLACK		CAUCASIAN		OTHER	
	NO.	%	NO.	%	NO.	%	NO.	%
First Quarter	77	14.6	18	17.3	704	28.8	48	21.9
Second Quarter	135	25.6	30	28.8	826	33.8	73	33.3
Third Quarter	111	21.0	14	13.5	387	15.8	32	14.7
Fourth Quarter	112	21.2	13	12.5	197	8.1	25	11.4
No Response	93	17.6	29	27.9	330	13.5	41	18.7
TOTAL	528	100.0	104	100.0	2,444	100.0	219	100.0